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ABSTRACT

This paper deals with two laboratory experiences for speech education majors. Areas treated include rationale and full descriptions of the programs, self-imposed evaluation, and suggestions for expansion of the program. The university speech methods course has endeavored to meet the challenges provided by the secondary school classroom in speech communication. In October 1970, a workshop was held on the campus of a university in which students then enrolled in the speech education methods course performed as instructors. The workshop differs from the traditional forms in several respects. No effort was made to attract schools with existing programs in speech and schools with very limited programs were solicited. No effort was made for the workshop format to coincide with any state-wide extra-curricular speech events. Basic principles of four areas of speech communication were covered: public speaking, theatre, oral interpretation, and debate. Each area was supervised by a faculty member; however, much of the teaching and debate was conducted by students from the speech education course. During the Fall quarter, 1970, speech education students at Eastern Illinois University began a speech activity program with students in the university laboratory school in grades 7, 8 and 9. Lab school students participated in oral interpretation, broadcasting, theater, and other speech events during the year. Student-teacher ratio was 1:1. Speech education majors received ample exposure to working with students individually on performance oriented activities.
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PRE-STUDENT TEACHING EXPERIENCES FOR SPEECH-COMMUNICATION EDUCATION MAJORS

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The university "speech methods" course has endeavored for some time to prepare speech-communication majors to meet the challenges provided by the secondary school classroom in speech-communication. A continuing trend in the area of speech education has been to provide practical teaching experiences to future teachers prior to the student teaching assignment. General education research has labeled such programs pre-student teaching laboratory experiences.

The speech department at Eastern Illinois University has developed a three part program for its speech education majors to provide them with a variety of actual teaching experiences prior to assignment to student teaching. In a paper presented one year ago,[1] the author described a laboratory method of providing actual classroom experience in teaching. That paper described a program in which every speech-communication education major enrolled in the departmental methods course was required to spend 8-10 hours of active participation in a section of the basic freshman course. The student's participation involved observation, criticism and evaluation, and actual teaching. That program is still in operation in the department with one major revision. At the outset the methods student was not graded

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[1]Don B. Morlan, "Oral Criticism of Speaking Performance: A Pre-Student Teaching Experience for Secondary Education Majors" (Unpublished paper delivered at the Speech Communication Association annual convention in New Orleans, Louisiana, December 28, 1970.)

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in the experience and evaluation of the student's performance as a teacher was left to the basic course instructor. Beginning in the fall of 1971, however, all methods students were required to teach <u>at least</u> one class period and the methods instructor now visits the basic course on the day that each student teaches and evaluates the student's performance in the classroom. The consensus of those department members participating in the program this year is that the current practice of evaluation is better than the ungraded experience of the past.

The purpose of this paper is to present phases two and three of the pre-student teaching laboratory experiences in speech at Eastern Illinois University. In addition to assignment to a section of the basic course, all students enrolled in the departmental methods course participate in either a high school workshop or a laboratory school speech activity program designed to give the future teacher living experience in working with public school age students.

High School Workshop

In October, 1970, and again in 1971, workshops were held on the campus of Eastern Illinois University in which students then enrolled in the speech education "methods" course performed as instructors. The idea of a workshop is not a new one; however, one basic difference did exist in these particular activities. No effort was made to attract schools with existing programs in speech. Schools were solicited from the university area which had very limited programs, or, in most cases, no program at all. In most instances the high school students attending were accompanied by a teacher in an area other than speech because the school had no speech teacher.

Two reasons are offered for this method of selection. First, it was believed beneficial to provide the methods students with experience in teaching and working with students with very limited or no past exposure to speech. Schools with limited or no speech offerings could easily provide such students. The second point of rationale for inviting schools with limited speech offerings is related to the geographical location of Eastern Illinois University. Charleston, Illinois, is surrounded by rural communities. The nearest larger city is Terre Haute, Indiana, a distance of 48 miles from the campus. Consequently, there are very few high schools in the Charleston area with speech curriculum offerings or activity programs. For years the department of speech at EIU has endeavored in vain to encourage administrators to initiate offerings in speech. The workshop provided the department another avenue for building speech programs in the area. We are proceeding on the assumption that if we can get high schools to send us students for initial exposure to speech activities, perhaps the students and their parents can be more effective than the university in getting speech offered in the participating schools. Our secondary purpose, then, was to stimulate interest in speech among students from schools with no speech programs. At this point, with little more than a year having elapsed since the first workshop, it is too early to determine degree of success. We are still planning and hoping.

No effort was made for the workshop format to coincide with any statewide extra-curricular speech events. Basic principles of four areas of speech-communication were covered: public speaking, theater, oral interpretation, and debate. Each area was supervised by a full time faculty member in the department of speech; however, most of the teaching and direction of activities was done by students from the speech education course. In the theater segment,

future teachers worked with students preparing scenes for presentation at the end of the day. In oral interpretation the methods students worked with the students on a one-to-one basis preparing cuttings for performance. Participation in the public speaking area amounted to students working with high school youngsters in sppech preparation. In debate, methods students presented demonstrations and participated in the teaching.

Evaluation of the speech education majors was the joint responsibility of the area supervisor and the methods instructor who served as director of the one day workshop.

A major value of the high school workshop in wpeech was that it provided the future teacher with actual experiences in working with students in speech situations on a one-to-one basis and in small groups. The atmosphere of the workshop was more relaxed than the conventional classroom setting. The students from the public schools were the same age and level of maturity that the beginning teachers could expect to confront one year later during their first year of employment.

One major limitation noted to date was that the methods student worked in only one area of speech. A practical method of involving the students in more than one area in a one day workshop has yet to be devised. Another limitation occured when the methods class enrollment was large. Too many students to be distributed among four speech areas presented a situation in which there were "too many chiefs and not enough Indians."

Laboratory School Speech Activity Program

During the fall quarter, 1970, speech education students at Eastern Illinois University began a speech activity program with students in the

university laboratory school in grades 7, 8, and 9. The lab school does not continue past the 9th grade. In the little more than one year that the program has been in operation, lab school students have engaged in activities such as oral interpretation, broadcasting, public speaking, and dramatics. Each quarter students enrolled in the methods course in the department of speech are required to participate for a time of usually 8-10 hours.

The program is under the supervision of the director of speech education in the speech department assisted by a coordinating teacher in the laboratory school. A graduate assistant in the speech department is appointed director of the program for one year. The graduate assistant's responsibilities are to plan the activities and supervise the speech education undergraduate majors.

The speech education majors work on an individual basis with the students at least once a week under the direct supervision of the graduate assistant and indirect supervision of the methods course instructor. The result of each quarter's efforts has been some type of public performance featuring the laboratory school students.

The major value of the third phase of the pre-student teaching program is similar to that for the workshop. The speech education majors are provided opportunities to work with students on an individual basis in an informal, extra-curricular atmosphere. Additional values to this phase of the program are that future teachers may work in more than one area of speech and they are exposed to younger students than in the high school workshop.

Limitations to the lab school activity program are perhaps potentially greater than in either of the other two phases of the program. The department

is committed to the laboratory school to provide continuity. As yet a section of the methods course has been offered every quarter and students have been available at all times. However, in the event that the methods course does not run in a given quarter, the director of speech education will probably find himself working part time in the laboratory school activity program with as much volunteer assistance as he can muster.

Summary

Marian Hughes Stromquist[2] developed a five point criteria for pre-student teaching laboratory experiences in 1965 at the University of Kansas. The criteria, constructed for general education, is a composite effort from publications of several national education professional organizations. The five points in the Stromquist criteria are met by the three phase program. 1) There is a combination of direct experience and systematic study; 2) Both the methods course and the laboratory experiences are under the direction of the same faculty member in the department of speech; 3) The three phase program described here does provide for a variety of situations for the speech education majors; 4) Supervision of speech education majors is shared by all those involved in the experience; and 5) Facilities used in the program are near enough to be used conveniently by both students and faculty.

In addition to fulfilling the established criteria, the three phase program of pre-student teaching laboratory experiences in speech-communication has received enthusiastic acceptance by both students and faculty in the department of speech at Eastern Illinois University.

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[2]Marian Hughes Stromquist, "A Study of Pre-Student Teaching Laboratory Experiences in Secondary Education Programs of Selected Colleges and Universities," unpublished dissertation, University of Kansas, 1965.

Author's Abstract

Pre-Student Teaching Experiences for Speech Communication Education Majors, **Don B. Morlan, Eastern Illinois University.**

The university speech methods course has endeavored for some time to prepare speech communication education majors to meet the challenges provided by the secondary school classroom in speech communication. A continuing trend in the area of speech education is to provide practical teaching experiences to future teachers prior to the student teaching assignment. In a paper presented at the Speech Communication Association Convention in New Orleans on December 28, 1970, the author described a laboratory method of providing actual classroom experience in teaching. The purpose of the present paper is to describe two additional methods of providing education majors living experience in student-teacher relationships in speech communication.

High School Workshop: In October, 1970, a workshop was held on the campus of Eastern Illinois University in which students then enrolled in the speech education methods course performed as instructors. This workshop differed from the traditional forms in several respects. No effort was made to attract schools with existing programs in speech and schools with very limited programs were solicited.

No effort was made for the workshop format to coincide with any state-wide extra-curricular speech events. Basic principles of four areas of speech communication were covered: public speaking, theatre, oral interpretation, and debate. Each area was supervised by a faculty member; however, much of the teaching and direction of activities was conducted by students from the speech education course.

Laboratory School Speech Activities Program: **During the Fall quarter, 1970, speech education students at Eastern Illinois University began a speech activity program with students in the university laboratory school in grades 7, 8 and 9. Lab school students participated in oral interpretation, broadcasting, theater, and other speech events during the year. Student-teacher ratio was 1:1. Speech education majors received ample exposure to working with students individually on performance oriented activities.**

The paper will deal in detail with the two laboratory experiences for speech education majors. Some of the areas treated will be rationale and full description of the programs, self-imposed evaluation, and suggestions for expansion of the program.